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Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 6

August 23, 1926

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Universities Now Local

ONE reason why there are so many more college students than formerly is because there are so many more first class colleges and universities. The reason that there are so many college and professionally trained men and women in the three Southern New England States is because practically any one can attend a college, university, normal school or other professional school, and either board at home or spend the week-end at home. Harvard University is reputed to be the most national of all colleges and yet half of its freshmen are of Massachusetts.

This accounts for the movement that is sure to eventuate in a first class university in every city. Kansas City is establishing its Lincoln and Lee University. The city laid claim to being the most American city of North America and realized that it is the only city of its size without a noble university.

A statement issued in New York City says: "Kansas City does not need a university solely for prestige or to round out her proportions. The need is deeper. If she is to do her duty by the people of the great region which is tributary to her she must minister to their spiritual as well as to their material needs. It is a great region. Westward it stretches more than 600 miles to the nearest rival, northward 200, and eastward 275 miles, while to the south it runs far into Texas, nearly 700 miles, before it meets the boundary of such another city. From all this distance they come to her shops to buy, to her banks to borrow, to her inns to rest.

"If there were no other reason, the demands of the population alone would require a university here. Within a radius of thirty miles from the court house are more than half a million people. Within a radius of 100 miles there are 2,000,000 people, within 200 miles nearly 5,000,000, and within 400 miles 16,000,000, while within 800 miles are more than half of the people of the United States."

New York City Board of Education asks for $107,000,000 for the public schools next year. This is an increase of $4,000,000, or only four per cent.

Security for Superintendents

WHILE there have been a few regrettable professional tragedies in the election of city superintendents this season they have mostly been in small cities, only one with more than one hundred thousand population. In cities of more than 150,000 population the superintendents as a rule have been unanimously and enthusiastically re-elected, often with increase in salary.

There has never been anything comparable to this, so that the tragic defeats of the few are negligible as compared with the demonstration of professional administration peace and prosperity.

Life Members of the N. E. A.

ON JULY 1, there were 471 life members of the National Education Association. Pennsylvania led with 50, California followed with 42, Ohio was third with 35, New York was fourth with 31, Illinois and New Jersey each had 23, Indiana 14, Texas and Wyoming 13 each; Colorado and Missouri 12 each, Nebraska 11, District of Columbia 10. No other had as many as ten life members. Five states have but one, and seven have but two. In 1920 there were eighteen life members so created by having been presidents of the association, and there were forty-five life members having been "elected" between 1884—the famous Madison meeting—and 1896.

In 1921 a new scheme was developed by which one could become a life member by the payment of one hundred dollars provided he was personally and professionally worthy, and no one has sought life membership whose worthiness has been questioned.

In 1921, when the plan was put in operation, there was only one lone applicant for life membership. The next year there were 27, the third year 40, the fifth, 31, and in 1925 there were 40, making a total of 139 in five years.

In the first six months of 1926 there were 261 enlistments as life memberships, or 122 more in the first six months of 1926 than in all of the previous five years.

Nor is this the best of the story of 1926. The crusade followed the Washington meeting with 30 in March, 70 in April, 60 in May, and 83 in June.

If the crusade is followed up, as it can easily be followed up, there can be a professional association ranking with the best professional organizations in the country.

There are thirty-four states with fewer than ten life members, and twenty-two states with fewer than five life members. The six New England States have but eighteen life members. This does not in anywise mean a lack of interest, but merely a lack of attention.

Pittman's Rural Zones

M. S. PITTMAN, head of the Department of Rural Education, Ypsilanti, Michigan, originated the Zone Rural School Supervision plan. He had the vision of such a solution of the serious problems of the country school in Oregon when he was a teacher in the State Normal School at Monmouth. He had a famous demonstration of its possibilities at the State Normal School at Aberdeen, South Dakota, a description of which created one of the most important professional books on rural education that has been written.

Five years ago he went to the State Teachers College at Ypsilanti and started rather timidly with one zone with ten teachers. We made the grand rounds of that first zone. Yes, we had made the round of his Aberdeen zone. We have the distinction of being the only school man who saw every school in the Aberdeen zone and every school in the first Michigan zone. These were all the rural zones there had been in the world five years ago.

Today there are in Southeastern Michigan forty zones with five hundred teachers, and zones are being created by county adoption and the Teachers College at Ypsilanti is being pressed to the limit of its capacity preparing zone supervisors.

We are frequently asked how long we are to continue our hectic interest in progressive education, and there are some people who seem to be a little disturbed to have us discovering so many new things in our national visitations.

There are some people who would like to have just one new thing discovered, to have the educational world stand still till that one new thing could be "standardized," and universally adopted. It is unfortunate for these static minds that we did, once upon a time, discover M. S. Pittman in Oregon, that we did write enthusiastically of his experiment in South Dakota, that we have been interested in seeing him expand one little ten-teacher zone in Southeastern Michigan into forty zones with five hundred teachers. Of course we will not be an aggressive pioneer always, but we serve notice that we are at present neither "tired nor retired," as we said semi-facetiously three years ago, and we enjoy knowing Pittman's noble demonstration in 1926 as much as we did his super-zeal in Oregon.

New Rochelle Atmosphere

By A. E. WINSHIP

NEW ROCHELLE, a suburb of New York City, with about 40,000 population, has as choice an educational and public school atmosphere as has any city we have ever known. What other city has appropriated three million dollars for new senior and junior high school buildings without a campaign, without a public hearing, without any expressed or suspected opposition? What other city has never had any known opposition to the increasing of the salaries of teachers?

But that which has captured our admiration completely is the one hundred and fifteen acres of native forest, with every variety of tree and shrub that grows naturally thereabouts. We rambled in those woods with greater joy than since our boyhood days. Six women's organizations of nature lovers, health promoters, welfare planners, civic reformers, educational devotees joined the parent teachers in aspiration to have such a wild-wood park serve the public. These all accepted the leadership of Superintendent Albert Leonard of the city schools, who suggested Katherine Dolbear's directorship of the uses of these wildwood acres.

Already more than fifty varieties of shrub and wild flowers have been catalogued, mostly seeded or planted in soil especially adapted to them. Some shrubs or plants bloom in abundance every day from the earliest to the latest seasons. And this is a birds' paradise. They can be seen and heard every day of the year. There are bird houses adapted to the tastes and habits of various birds and bird restaurants—half cocoanut shells—with abundant food on all occasions. Last winter when so many birds of the forest perished in the severe snow storms, the schoolboys of New Rochelle on snow shoes threaded their way to all these bird restaurants and replenished the cocoanut shells with foods. No one, young or old, in New Rochelle harms any bird or flower. The children are as proud of this wild-wood park as is Dr. Leonard or Miss Dolbear. Not only are the teachers and children members of the six organizations interested in this nature garden, but the county, the state, and the nation are keenly appreciative. The State and National Forest Service gave each of the six thousand school children a young tree or shrub with instructions how and where to plant and care for it.

New Rochelle is lovely beyond description; streets, yards, and wayside parks are blessed with trees, and every nook and corner of the city is groomed every day as though it were a gala day. But the atmosphere is not merely a New Rochelle product, but is primarily a Westchester County atmosphere, for this one-hundred-and-fifteen acre wild-wood park is not wholly a New Rochelle affair, for the county provided it. Westchester County, with Pelham, Mount Vernon, Yonkers, White Plains, Port Chester, and other beautiful cities, has invested ten million dollars in parks so as to make the county lovely to behold and charmingly refreshing to enjoy for all time.

The credit for all this is not due primarily to the present officials or citizens, is in no sense modern devotion, for John Jay, one of America's famous jurists and statesmen, devoted thirty years of brilliant leadership to the enrichment of nature and human nature in Westchester County. For thirty years he had devoted his time and talents to public service of state and country. He was delegate to Continental Congress, 1774 to 1779; drew up the Constitution of New York; was United States Minister to Spain; Peace Commissioner to Paris, 1782-3; first Chief Justice of the Supreme Court of the United States, and Governor of New York, 1795 to 1801. After his distinguished career as jurist and statesman John Jay spent thirty years in the promotion of civic virtue and nature culture in Westchester County, rejoicing in the service of humanity in rivaling Philadelphia in developing garden industry, scientifically and artistically.

For more than a century Westchester County has been the height of beauty in village and hamlet, and the ten-million-dollar county park system is the harvesting of the devotion to nature of John Jay for the first thirty years of the nineteenth century.

Education is simply the soul of society as it passes from one generation to another.

—Gilbert K. Chesterton.

Do Pupils Have Too Much Leisure?

Address given before High School Parent-Teacher Association, Ithaca, by F. D. Boynton, Superintendent of Schools.

THREE types of school day for high schools have been and are being tried—the single, continuous and double session. To ascertain the present practice, what is actually being done this present semester, a questionnaire was prepared and sent to ninety-five city superintendents in eight states. The answers to this questionnaire have been summarized. This summary and a similar one made by a Michigan superintendent covering fourteen states will be distributed to those desiring a copy.

The high school curriculum has been evolved in response to increasing demands for more education until today it is the fullest response yet given to democracy's demand for democracy in education. Within the lifetime of your speaker, public high schools have multiplied from a score or more to 15,000 and attendance on them has risen from a few hundred to over two millions. Theoretically, the goal of free public secondary education for all, regardless of social or economic status, has been reached. In the field of secondary education we are beginning actually to realize the democratic ideal of equal opportunity for all. Equality of opportunity does not necessarily mean the same opportunity. What it does mean is the giving to every individual of his opportunity through education to develop whatever capacities he may possess. Recognizing the difference in endowment, the high school has multiplied its courses to meet the varying needs of its pupils. Dr. Royal S. Copeland, United States Senator from this state, says that the school is for service not self, that it is not a parents' association combining to give their children personal benefits, that it is not a device to secure fame for ambitious youth, that the founders of the public schools said they were for the general welfare, not individual gain.

In working out the general welfare of a school as a whole, two questions confront the administrator: First, given a definite task to be done, what is the minimum amount and the best arrangement of the time necessary for its accomplishment; and second, from the standpoint of the general welfare of the school as a whole is it desirable that this minimum be increased? Until these two questions are answered, I see no way of determining the length of the school day.

If by a shorter day is meant less actual time to be devoted to school work, the question is emphatically answered in the negative by the studies and opinions which have already been mentioned. The unmistakable demand from school authorities is for a longer and not a shorter school day. The principals of our own junior and senior high schools have this semester asked for a lengthening of our school day, a request that was sustained by the entire faculty of one of the two schools.

It must be remembered that in this state the amount of work set for the high schools has been determined by forces over which local school authorities have no control. If a school should fall below these standards thus imposed it would mean that the school would be discredited and held up to ridicule by comparison with other schools rated by the same authority. In other words, the professional reputation of the individual teacher depends upon the maintenance by his or her school of the prescribed standards.

Furthermore, these standards are constantly rising, and the demands upon high schools are annually increasing. To meet these imposed requirements successfully is one of the keenest problems that a high school encounters. As the demands upon the schools have increased, the school year has increased from 28 to 32 to 36 to 40 weeks, and it would seem that further demands must result in a lengthening of either the school year or the school day. If more is required, more time will be needed in which to accomplish the work. In 1912, the Boston School Committee, feeling the pressure, extended the school year to include June 30 and to begin a week earlier in September.

The school year in this state consists of forty five-day weeks, or 200 days; but this time is cut down by holidays, special days, examination periods, and commencement, and is interrupted by drives and vacations. These occasions cut the time to less than 180 teaching days, less than one-half the calendar year, and with just about one-third of the waking hours of the pupils during this scant half-year spent at school. An impartial study of the question as to what the length of the high school day should be, keeping in mind the demands made upon the school and the interests of the entire student body, will convince the investigator that the time cannot be shortened.

The second phase of this question has to do with the arrangements of the time. Granting that the time remain the same, can the work be compressed into a single session or, if not, can there be some utilization of the luncheon

period whereby the pupils may leave the school for the day at an earlier period?

First, let us consider the single session. By a single session is meant one continuous period with no time out for lunch at the close of which the pupils leave the school for the day. By opening the school at 8 o'clock it would be possible with no intermission to close at 1.15 and preserve our present five-and-a-half-hour day. This would bring the midday meal for high school pupils at 1.45, and where families have children in the elementary schools would necessitate two midday meals. To open school later than 8 o'clock would postpone the time to so late an hour as to make necessary some provision for luncheon, that is, would necessitate some form of the two session plan if the school day remains five and a half hours.

Leaving out of the discussion for the present the question of home study, let us consider the possibility of reducing the length of the school day. To one unfamiliar with the complexities of the high school daily program, this might seem feasible. And it would be if all pupils always passed their work, if parents during the four years of a high school course never changed their plans for their children's education, if all higher institutions had the same entrance requirements, if there was but a single course of study, and if all children had the same mental attributes and capacities. But since this utopian state does not exist the result is that manifold conditions have to be met. Children fail in their work and find themselves repeating a first year course along with second year work, different courses with different objectives are set; elective studies to meet conditions imposed have to be provided for; these and similar conditions make it next to impossible to arrange a program for a thousand or more pupils so that each may get five periods per day for work without conflicts.

It should be kept in mind that there has been a great change on the part of the general public in its conception of what it wants its schools to do. The old conception that school was an intellectual machine for putting points on intellects has given place to the conception that the school is a public service station where the interests of the public as a whole are to be ministered to—the classically minded, the motor minded, the commercially minded; the gifted and the less gifted; the physically strong and those whose health must be given attention. To each of these types, through as free election as possible, is given the opportunity to develop whatever aptitudes he may have been endowed with. Nor does the high school limit its field to the merely intellectual training of the pupil of whatever type. In response to public demand, the Legislature requires physical training and health education, and encourages opportunity for development of personality through self-expression in supervised extra-curricular activities.

Under these conditions every decrease in the number of periods multiplies the difficulty of making a conflict-free schedule. Professor Charles H. Judd of Chicago University, in urging a longer school day, says that it "would make it possible to put physical activity on a proper basis as a part of the supervised work of all students. It would give much-needed administrative relief in organizing individual curricula by distributing electives over more recitation periods." The only way to compensate for the loss of a school period would be either to increase the number of teaching periods per teacher or to increase the number of teachers. To adopt either of these expedients would inevitably mean increased expenditure which the tax-paying public would approve only on condition that it secured to the majority of pupils an obvious gain in educational value and social welfare.

That school authorities generally have found a high school day of five and a half hours to be the irreducible minimum is shown in various published studies upon the length of the high school day. In the School Board Journal for May, 1925, for example, is an article on this topic by the superintendent of schools of Pontiac, Mich. His investigation showed that out of thirty-two schools, twenty-one had seven or more periods, the number running in some schools as high as ten; and that twenty of these had a school day longer than five and a half hours. In the other eleven schools, six had six periods of sixty minutes each, or a six-clock-hour day. The remaining five schools had a five period day with periods ranging from sixty-five to seventy-two minutes each, making the school day in every case longer than our five-and-a-half-hour day. That is, thirty-one of the thirty-two schools in fifteen states covered by this investigation had a longer school day than ours.

Admitting the difficulties in the way of the single session, may it not still be possible to effect an earlier closing by cutting down the noon recess? This brings us to the consideration of the "continuous" session. By "continuous" session is meant an arrangement by which the pupils remain at the building from the time that school begins until it closes for the day, provision being made for a short intermission for lunch. In the replies received from seventy-four cities in eight states, seventeen of the larger cities have the "continuous" session. Under the "continuous" session plan the school authorities assume responsibility for the mid-

day meal excepting in those few cases where the pupils live in the immediate vicinity of the school. Usually the school is divided into three sections for the purpose of the lunch period and lunch is served in the school cafeteria at 11.30, 12.00, and 12.30, allowing thirty minutes for each section. This plan pre-supposes adequate dining room and kitchen facilities. One thousand eighty-one pupils were registered in our senior high school this year. This plan, if adopted here, would mean providing dining-room and kitchen equipment for approximately 350 pupils in each relay. If the junior high school with 437 pupils now housed in this building were to continue on its present double schedule serious administrative problems would arise which thus far have not appeared.

To provide for this arrangement would necessitate either the transfer to some other building not now available of pupils at present housed in this one or the removal of the shops to other quarters to be provided for and would necessitate the reconstruction in part of the ground floor. The adoption of the "continuous" session, however, does not insure the realization of a shorter school day. Of the seventeen cities having this form of organization, all have a five-and-a-half-hour day or longer, some now have a six-hour day, and six of the seventeen are asking for a still longer day. Whether the added expenditure in buildings and equipment would be a legitimate charge in view of the almost universal practice to the contrary in cities of our size would, of course, be a question which the tax-payers alone would have to decide.

The single session practically does not exist in this state. Of the seventy-four replies received only eight report a single session. Of these four have the single session because of the necessity of using the building for two shifts of pupils, the second shift remaining as late in some cases as 5.30. Out of this seventy-four two do not express themselves, thirteen are satisfied with present arrangements, and fifty-nine are asking for a longer school day. Those expressing themselves as satisfied, with one or two exceptions, now have the "continuous" or double period with practically the six-hour or longer day. Three cities had tried and abandoned the single session. Of the seventy-four cities replying, forty-seven are in New York State.

The single session would mean that the school becomes merely a place for the hearing of recitations and the conduct of such laboratory work as science requires; and that the task of supervising the study, the physical training, the extra-curricular activities and the recreation of the pupils becomes the responsibility of the home. In education it is no longer permissible to talk about the "average" child. There is no such child. And in talking about the "average" home it is equally true that there is no such thing as the "average" home. We deal with children as individuals and we must consider homes as individual homes. Beyond a doubt there are homes equipped for this task, and it is equally certain that the majority of homes are not so equipped. For the study of history, literature and language, libraries are needed as are laboratories in science; and for young people who have not yet learned how to study and where to find things in libraries, how to use indexes and tables of contents there must be the guidance which can be rendered only by trained experts. The signs of the times point with no uncertainty to a fast approaching time when the school day will be so lengthened as to make possible supervised study covering all of the work of the individual child. Upon this point United States Commissioner John J. Tigert writes under date of May 19: "In my opinion the high school day should be at least six hours in length so the pupils may have an opportunity to prepare their lessons at school. Conditions have so changed within the past few years that children do not do much school work at home. Moving picture shows, radio and many other attractions have a stronger lure than school lessons. These are the conditions and I see no way of meeting them except by making the school day so that practically all work can be done at school." The principal of our high school has this year checked up the "D" group of pupils with reference to home study, and he reports that this group now in our high school admitted that practically no studying at home has been done this year.

In this connection the experience of a neighboring city which tried the single session and abandoned it is most convincing. The superintendent writes: "Pupils of the high school were divided into two groups—those who had completed the work of the term without failure in a single subject and those who had not been so successful. The former group were required to attend but a single session, the latter two session, and for this latter group supervised study periods were arranged. For the second term of the experiment (a whole semester) the personnel of the two groups was almost entirely reversed. There were involved approximately 1,000 pupils." More convincing evidence could hardly be found that the majority of homes are not equal under present conditions to the task of supervising the study of high school pupils.

American Education for January, 1917,

quotes Superintendent Herbert S. Weet of Rochester as follows: "In my judgment school should begin at least as early as 8.30 in the morning, should close at 11.45, begin at 1 and close at 4 o'clock, making a six-and-a-quarter-hour school day."

The Hon. Payson Smith, state commissioner of education for Massachusetts, under date of May 29, 1926, writes as follows: "There is no question whatever in my mind that the present requirements of education call for a longer rather than a shorter school day for junior and senior high schools.

"There are many reasons why this longer day should be provided. Among others, it is clear that the school and its equipment provide the best possible atmosphere and environment for carrying on the essential work of the schools. So far as possible, youth should go to the schools to take up and complete there the educational work of the day. I think it has been found that in schools where the longer school day has been instituted there has been marked improvement in the scholarship standards of the student.

"It is also important that many of the activities hitherto known as extra-curricula should be definitely planned for as parts of the educational work of the school."

James N. Rule, deputy state superintendent of schools for Pennsylvania, says: "The trend in Pennsylvania is toward lengthening rather than shortening the school day. This department strongly recommends a six period high school day, each period to be sixty minutes in length, providing in this way for directed study under subject teachers. Such cities as Pittsburgh and Harrisburg have lengthened their school day."

Professor Thomas H. Briggs, Columbia University, in his book on the Junior High School says: "The junior high school has tended to lengthen the school day for early adolescence. The six-hour day, 360 minutes, apparently is the most satisfactory."

In the Classroom Teacher, p. 215, by Professors Strayer and Engelhardt of Columbia University it is stated that "A study of fifty cities by Professor Holmes of Harvard University gives an average length of the school day for eighth grade as 345 minutes or five-and-three-quarters clock hours."

But the inability of the home to supervise the academic work of the high school pupil is by no means the most serious problem which the adoption of a shortened session precipitates. All over the land parents are complaining about the multiplicity of distraction to which the lives of the young people of today are subject; and that it becomes increasingly difficult to control the leisure of their children or to direct it into profitable channels. To the social distractions of a few years ago, of which we then complained bitterly, have been added not only the claims of countless organizations, but also the automobile, the road dance hall, the movies, the radio, etc. What attractions has an algebra lesson to offer in comparison with a jazz band concert over the radio? Conscientious but bewildered parents are asking what they can do to counteract these influences. And many of these parents are intelligently and conscientiously asking themselves whether if the schools will surrender their children to them for a longer portion of the day, they may not be able more effectively to direct this larger leisure to more profitable ends.

To parents of this type the answer is that this can be done without change in the length or type of the school session. Recognizing the supremacy of the home, it has always been and is the policy of local school authorities to leave in the hands of the individual parent as full responsibility for the direction of the child's education as he is willing to assume and able to discharge. To the extent that parents will assume this responsibility school authorities are relieved, and the success or failure of the child rests with the parents. Children may now come to the high school for such portion of the day as their other duties and the desires of parents dictate, providing, of course, that the law is observed. But the large majority of homes from various causes are not equipped and do not wish to undertake the supervision of the training of their children. It is a general recognition of this fact in the country at large that has brought about in recent years the remarkable expansion of the functions of the public school and that induces the great majority of our conscientious but not educationally expert parents to surrender so willingly to the school the control of a steadily increasing proportion of their children's time.

The desire for a shorter day finds expression among two quite different classes of parents. One is the comparatively small class of highly intelligent and well educated who believe that the home given a larger share of the pupil's time can do more for his personal development than can the school. As above indicated, no obstacle will be placed by local school authorities in the way of the assumption of this responsibility by such parents no matter what may be the length of the school day.

The other class which from quite different motives oppose every proposal for the lengthening of the school life of the child, is the class, fortunately not large in this country, who look forward to making their children at

the earliest possible moment an economic asset, and see in the single session or the shortened double session an opportunity for pecuniary profit. To defeat the object of this class, the state has thrown about the child every possible protection. Between these two stand the group that constitutes the great majority of parents of high school pupils; conscientious, anxious to provide for their children the best education their circumstances will permit, conscious of their own inability to determine what is educationally best, and willing to be guided by the advice of those expert in the field of education to whom they have entrusted the direction of the educational machinery which they have provided. For the schools to throw back upon the homes represented by this group the task of supervising in this day of manifold distractions the ever increasing leisure of their children would be to evade the performance of the task for which they were created. In the somewhat extensive and intensive study that I have given to this question, I have to record that the tendencies are nearly all in the opposite direction.

That task is and has been from the beginning to supplement the educational possibilities of the home in whatever way and to whatever extent may be necessary in order to enable the pupil to function as effectively as may be as an adult citizen; and for the performance of this task, it would appear from the studies herein made and cited, there is needed not a shorter but a longer school day.

What our children and the schools are suffering from at present is not too much occupation but too much leisure; and that too much leisure is being frittered away on worthless and in some cases pernicious activities. Children chafe under authority, they apply themselves with difficulty, they tend toward superficiality and are contented with half doing a thing. And for all of these things we blame them when they are not to blame. For it must be remembered that children are but the reflection of society in miniature. Society is changing, the home is changing. Inventions of the most marvelous kind are being rapidly developed. The home affords no longer the occupations that it once did for the girl and practically nothing for the boy. When our public school system was first thought out it conformed to the prevailing social and industrial conditions. It had to meet the needs of an agricultural population. The children were needed at home during the early morning hours and late afternoon, on Saturday with its extra burden of work in preparation for a rigidly observed Sabbath, and during the summer months before the age of machinery for the harvest. Hence, the long summer vacation, the five-day week, and the long forenoon, midday, and afternoon recesses which constituted practically the only playtime for the children.

That school was admirably adapted to the social and occupational conditions of the society which it served; but it constituted by no means the whole educational provision made by the community. It merely supplemented a thorough and effective training in agriculture and domestic art provided by the home, a training none the less truly educative because so intensely practical. Few today have homes lighted by kerosene lamps. The department store, the canning factory, the bakery, and the laundry have taken from city homes to a large degree the profitable and interesting education which the home formerly supplied. We are not complaining, we are merely stating a condition, but these phenomenal changes in the home, in business, in unemployed leisure, present new and complex problems unknown to the last generation.

It is popular just now to slander our young people. We don't like the things which they do but we don't set the stage with the things that they may do; we don't like the pictures that they go to see, but they didn't make the pictures nor the city ordinances; we don't like the books that they read, but they didn't write the books and we leave to the schools largely to direct them to the books that they should and would be delighted to read; we are trying to train these young people as we were trained under conditions as different as black and white. It isn't working. It won't work. I am satisfied that the greatest single welfare problem that confronts any community is the problem of providing for the leisure that has been thrust upon our young people in advance of any thought out plan for directing that leisure. In this city is needed a comprehensive plan of recreation for after school hours and vacations. Parents could have no greater objective than to get behind such a program. The summer term will provide for a few hundred. What will the rest do? I don't know. But I am interested. A few days ago, leaving my office at 5.50, I sauntered along our streets. In two places not designed to build character, I counted forty-two high school boys. As I see it, there is a larger problem confronting the parents of this city as a whole than the shortening of the high school day, or relieving the home of the midday meal. And that problem is to bring to a realization an adequate recreational program for the children and young people of Ithaca; a program whereby provision is made for directed and free employment along wholesome lines of the leisure that our young people have.

Supervisory Work of Principals

By C. A. GARDNER
Fort Worth

THE best thought in secondary education insists that the major function of the high school principal is to supervise instruction instead of giving his time to trivial administrative details. Efficient clerks and assistants do this work better than most principals who meet the major qualifications for the principalship.

The classroom supervisor in the high school who does not also serve as principal can never become as efficient as the supervisor who serves as principal, other things being equal. The fundamental reason for this is that one cannot attain proficiency in any field in which he does not have a close touch. The supervisor is primarily working for the welfare of the child through the teacher. This work cannot be very thorough and scientific unless the supervisor is in constant touch with the child, not only in the classroom but also in the many school activities of the child. High school principals should have the capacity to become skilful supervisors and should be relieved of all detail duties which lower their efficiency as supervisors and prevent their giving their major time to supervision of the teacher in the classroom. With the assistance of the most expert teachers in the school serving as chairman of their respective departments, the efficient principal should practically control the classroom supervision of academic instruction. While the principal should be held directly responsible for all administrative matters, these should be delegated to expert assistants.

The classroom supervisor of academic instruction will swing from the visiting to the residence type because vital touch with the children is essential. The study of the nature and need of the child is of greater value than the study of methods and subject matter. The classroom supervisor should have a pedagogical photograph of every teacher, which is possible only by continual contact. The visiting supervisor has only a brief contact with each of the several groups. If the principal is functioning properly as supervisor of instruction in academic subjects in his school, he can proceed without others feeling that he is an encroachment. The visiting supervisor is likely to leave a question mark in the minds of teachers as to who is their chief in supervisory matters. When an experiment to test the merits of a given method or subject matter is desired, the principal can proceed in the capacity of supervisor without being regarded as an encroachment. He feels free to use his school as a laboratory for research and test. The visiting classroom supervisor is limited in this laboratory work to the extent of the co-operation in the schools visited.

In a city containing several high schools the several principals under the direction of a high school superintendent or supervisor of principals—not of classroom instruction—should coordinate their efforts for constructive supervision of instruction by the principals and also effect a more scientific supervision of the curriculum. This supervisor of principals is efficient largely to the extent of his successful experience as principal of a modern high school. He is not so likely to make a successful supervisor of the curriculum or of the high school principals unless he has demonstrated marked proficiency as a principal. When high school principals thus constitute a supervisory committee under the direction of a highly skilled supervisor of principals—not classroom instruction—the problem of coordinating and testing the results of the high school teaching procedure is less difficult than when the visiting supervisor tackles it singlehanded without looking to the principal as the chief supervisor of instruction. Of course, in a small school system the principals, under the direction of one of their members or the school superintendent, will do this work without the help of a special supervisor of principals and of the curriculum. If, in every high school, there is one who is skilful as a pupil adviser and in tests and measurements, the principal is greatly aided in his efforts to focus attention on the pupil.

The outstanding need of the high school is the proper adjustment of the work of the principal. The high school will not function as it should until the office of the principal is so magnified as to be given largely, with the help of his expert teachers, to supervision of instruction. The high schools will not attract many leaders of large calibre until these leaders have an opportunity to function professionally and scientifically. The visiting supervisor of academic instruction fills a very important position during this period of adjustment of the functions of the principal. With the transfer of the supervision of instruction to the principals and the creating of the office of high school supervisor or superintendent in large centres, the office of visiting supervisor of instruction automatically expires and that of visiting supervisor of principals and of the

curriculum looms large on the high school horizon. This supervisor is welcomed by the principals, because he comes as their friend and helper and gathers additional concrete data for making constructive suggestions to the principal supervisors. He never encroaches on the office of the principal in the capacity of supervisor of instruction, but offers such information as the principal needs to perform more skilfully as supervisor of instruction, and to make the best use of the curriculum provided for the school.

[From an Address.]

The Opening of School

By H. R. JACKSON
Ventnor City, N. J.

IT WAS the Friday before the opening of school. The principal had had the usual teachers' meeting that he had prepared for for twenty years. The keynote speech that had clouded many a summer day was over. The president of the board, a large stout maiden lady of impressive mien, with a wonderful necklace that kept her hands busy (the principal often wished there was something that would keep her tongue as occupied) rose and with a beaming smile said: "I would like to talk to the primary teachers in the library."

There were fifteen who were new and five who had known her before. They passed out quietly, but full of wonder, and the principal joined them. "Now, girls, I want you to get started right, and so it seems to me that it would be a fine thing—don't you, Mr. Rokers—if all these classes the opening day of school should learn the story of the——well——of the Duke of Buckingham." Eyes wandered about and met other wandering eyes, and finally they concentrated on the principal, who read as it it had been a Broadway electric sign: "What have you brought us to?"

The principal hitched his chair closer to the table. He could not remember a thing about the Duke of Buckingham except that he was a figure in English history, but he did remember that getting the jump was ofttimes a help, so clearing his throat, which he always did when he was about to bluff, he said: "What story of the full life of the Duke of Buckingham would you consider most appropriate for the third grade?"

The president twisted around, crossed her feet—she was getting on the defensive, he must act quickly. "You know, Madam President, there are only one hundred seventy days of school, and we have to select our material carefully or there will be much omitted that should be taught. May I ask why you selected the Duke of Buckingham as the one to be presented on the opening day of school rather than Calvin Coolidge or Thomas A. Edison?" He was growing confident. "Why not take Lafayette, for September 11 is the anniversary of the Battle of Brandywine? Why omit Attila the Hun and Confucius?"—and the principal woke up; it was only a dream.

The Aim of Education

By Dr. M. M. Parks

Books, says the student,
Knowledge, the scholar.
Character, says the preacher,
Truth, the philosopher.
Beauty, says the artist,
Happiness, the Epicurean.
Self-control, says the Stoic,
Self-denial, the Christian.
Loyalty, says the ruler,
Patriotism, the patriot.
Wisdom, says the old man,
Achievement, the youth.
Courage, says the soldier,
Success, the merchant.
Wealth, says the banker,
Vision, the dreamer.
Play, says the child,
Love, the maiden.
Friendship, says the comrade,
Personality, the teacher.
Health, says the physician,
Growth, the biologist.
Unfoldment, says the psychologist,
Adjustment, the sociologist.
All these and more says the true Educator.

—In Brooklyn Teachers' Association Year Book

Personal and Professional

R. L. COOLEY, director of vocational education, Milwaukee, is the leader of leaders in the creation of the latest demonstrations of artistic industrial devotion to serving the world by vocational service. We have seen nothing more significant than this introduction to his really famous book on "My Life Work": "All work is hard unless you care for it and are interested in it. Interest is to work what oil is to machinery. A machine operating without oil will grind itself to pieces and in the meantime use more power and produce less as well as shorten its life. The human body, like a machine, has only a certain period to serve and live. There is no such thing as an easy job that is worth while. Some kinds of work require more muscular activity; others demand mental activity. In each case any worth-while job just about balances in the amount of energy that it takes out of a person in the course of a day. If the work is of a kind that you care for you will accomplish more and be less worn out at the end of the day. All kinds of honorable work are necessary to society. Whatever one's job or position may be in industry, one should become acquainted with what goes before or comes after the particular task upon which he is engaged. The conditions found in any industry affecting hours, wages, surroundings, and workmanship are largely dependent upon the interest, the intelligence, and the co-operation of those engaged in it. No one ever gets a dollar that he does not earn without some one's earning a dollar that he does not get."

MINA M. BRUÉRE, Central Trust Company, 42nd Street, New York, is treasurer of a committee of her friends who plan to provide a memorial scholarship of $7,500 in the University of Maine, the income from which will cover tuition, board, room, and books of a student.

EDWIN OSGOOD GROVER, "Professor of Books" at Rollins College, Winter Park, Florida, Hamilton Holt, president, is ideally adapted to be the first "Professor of Books" in any college of the New World or the Old. He will be a brilliant leader of students who would know the history of books and of literary personalities; will direct the appreciative reading of freshmen and sophomores in English and American Literature; and have courses for juniors and seniors in the creation and evolution of recreational reading habits, especially for cultural ends. President Hamilton Holt and Professor Edwin Osgood Grover would rejoice the soul of Ralph Waldo Emerson, who fifty years ago appealed for a college professorship of books.

"Meantime the colleges, whilst they provide us with libraries, furnish no professors of books; and, I think, no chair is so much wanted.

"In a library we are surrounded by many hundreds of dear friends, but they are imprisoned by an enchanter in these paper and leathern boxes; and though they know us, and have been waiting two, ten, or twenty centuries for us—some of them—and are eager to give us a sign, and unbosom themselves, it is the law of their limbo that they must not speak until spoken to. As the enchanter has dressed them, like battalions of infantry, in coat and jacket of one cut, by the thousand and ten thousand, your chance of hitting on the right one is to be computed by the arithmetical rule of permutation and combination—not a choice out of three caskets, but out of half a million caskets all alike.

"But it happens in our experience, that in this lottery there are at least fifty or a hundred blanks to a prize. It seems, then, as if some charitable soul, after losing a great deal of time among the false books, and alighting upon a few true ones which made him happy and wise, would do a right act in naming those which have been bridges or ships to carry him safely over the dark morasses and barren oceans, into the heart of sacred cities, into palaces and temples. This would be best done by those great masters of books who from time to time appear, whose eyes sweep the whole horizon of learning. But private readers, reading purely for the love of the book, would serve us by leaving each the shortest note of what he found."

Where could there be such an atmosphere for a "Professor of Books" as at Winter Park, the loveliest spot in Florida?

FRANCES A. DAVIS was on the faculty of Maine Wesleyan Seminary, Kents Hill, Maine, for thirty years. Miss Davis was a student at Kents Hill when I was a student there, 1865. She remained and graduated in 1868. After teaching in various institutions she was preceptress of the seminary until her retirement from active service, but she made her home at the seminary until her death on July 7.

Jottings by the Wayside in Malaya

By L. H. PUTNEY

MALAYA is that portion of the Malay Peninsula under British control, together with a number of nearby islands, especially Penang in the north and Singapore in the south. Probably to be exact we should say "British Malaya," for the word "Malaya" comes from a native expression meaning "Malay land," and so would include the Netherlands-Indies as well. Malaya extends from Siam on the north to the straits of Singapore on the south, where it is within easy sight of the nearest of the Dutch Islands. Its greatest length as the crow flies would about equal the distance from Boston to Detroit; its greatest width, that from Boston to Albany. The total area of this land is approximately that of New England with New Hampshire and Connecticut left out. The population in 1921 was 3,358,054.

Small as Malaya is, for its administration Britain requires no less than three distinct systems of government each with a liberal complement of well-paid, leisure-loving "civil servants" whose greatest talent seems to be the invention of procrastinating devices. First, there is the crown colony known as the Straits Settlements, consisting of Singapore and Penang islands, and a stretch of mainland lying over against the latter, the co-called Province Wellesley, and another bit of inaccessible mainland half-way down the peninsula, the Dindings, acquired years ago to break up a nest of pirates. Then, there are the Federated Malay States, best known back home for their very suggestive tiger-adorned postage stamps. Each of them still has a native sultan, who is, however, a mere figurehead, largely dependent on British liberality even for his very maintenance. And lastly, there are the five unfederated states whose native rulers, one by one, have been compelled to accept British "advisers" and to bow to the will of those gentlemen.

We happened to be in Kuala Lumpor, the capital of the Federated Malay States, when the Federal Council was meeting. There is more ado made over this meeting than of the President's cabinet in America. Even the streets approaching the government building were closed to all traffic, and the natives crouching on the tile floors of the esplanade that surrounds the building were admonished to stop talking whenever an automobile bearing one of the members approached. The gorgeous uniforms in evidence made us think of "The Thief of Bagdad."

Throughout the length and breadth of Malaya the census of 1921 showed only about 15,000 Europeans, most of whom were Britishers. There were, however, nearly as many more Eurasians, who in spite of the British blood flowing in their veins are for all practical purposes a socially ostracized class. It is a safe bet that not one of the 15,000 Europeans in the country looks upon it as home. Excepting only the missionaries, they are there solely to make a fortune or to win a pension, and to return to Britain just as soon as they have done it. This spirit of exploitation is so strongly in evidence that it almost staggers a person who comes to Malaya from the Dutch Indies or the Philippines.

It is true that the British have done much in a material way for the land, but as you travel through it you cannot escape the feeling that they have done these things for their own comfort and advantage rather than because of their interest in the natives. They boast that one is perfectly safe today in any part of Malaya—once described as the home of "folkes ryghte felonouse and foule and of cursed kynde," and that there is no unrest. This is true, thanks to their excellent policing and to the fact that natives are not allowed nowadays to possess so much as a kris, but we doubt whether at heart the sultans and rajas are such lovers of the British as the latter would have us believe. In fact, we were told that the Sultan of Johore, the big unfederated state which occupies the lower end of the peninsula, was very restive at times and much inclined to resent British interference.

As one travels on the railway from Singapore to Kuala Lumpor, and then on to Padang Besar on the Siamese border, he is almost never out of sight of rubber estates. Except in the case of those belonging to natives or to Chinese, the ground beneath the trees invariably is kept as clear of weeds as is that in the walnut groves of California. Most of the work is done by Tamils, some 50,000 of whom are brought over annually from India for the purpose. As a rule these Indians, who are quite as black as our negroes, go about their work almost naked. It is a picture to watch them running along between the trees carrying great loads of fagots on their heads.

So scarce is labor for the estates that the government has enacted stringent laws controlling the treatment of the coolies. Among other requirements they must be properly housed, from their standard of course, and sup-

plied with plenty of wholesome water; there must be suitable sanitary arrangements; they must be given medical attention and hospital care when in need of it; and they must not be required to work more than six days a week. The men are paid about forty cents a day (twenty-four cents in our money), and the women perhaps ten cents less. Rice, which constitutes their principal food, is supplied at cost. So extensively are the natives of Malaya occupied in its two great industries, rubber and tin-producing, that the country has to import a large part of the food supply. Siam and Indo-China, with their extensive rice fields, are its granary.

Great as has been the development in Malaya, especially in the Federated Malay States, much of the country is yet nothing but an impenetrable jungle, where tigers, rhinoceroses, tapirs, elephants, and monkeys live undisturbed by what is going on just beyond. So close are many of the rubber estates to this jungle that it is no unusual thing for the wild beasts to invade them at night. In the museum in Kuala Lumpor we saw a mounted tiger that was killed within the confines of that city, and were told that in the morning after a rain one could frequently observe tiger tracks along the roadside in the suburbs. Out here tigers are not dreaded so much as we thought them to be, for it seems that they seldom attack human beings. Apparently it is only when they are very old or crippled as a result of accident, usually a shot that failed to kill, that they do this. However, let them do it once and they will become "man eaters" for all time, owing to the greater ease with which they can secure a supply of that kind of food.

Just why all the natives do not die of snake-bites we cannot fathom, seeing that they go barefooted and that cobras and other deadly snakes are very abundant. The worst thing about these snakes is that many of them climb trees and frequently drop down on you as you worm your way through the jungle. About ten miles from where we are writing these "notes" there is a Hindu temple in which snakes are worshiped. It is known as the "snake temple" because there are always a lot of snakes on hand.

In this connection we must tell you of a most remarkable sight we saw in the water last evening. The grounds of the hotel at Penang reach to the edge of the strait which separates the island from the peninsula, and are bordered by a sea wall. As we walked along this wall in the dark, fish were swimming about, leaving trails of fire in the water, due, we were told, to the large amount of phosphorus in the water. They brought to our mind that chap who ten years or so ago made a round of the state fairs in the West and helped to draw crowds by going up in an airplane and writing his name in the heavens with the aid of Roman candles.

Malaya is one place that is not infested with tourists. To begin with, there are only three or four cities that have any hotels, and most of the latter are both inadequate and uncomfortable. Modern sanitary equipment is unknown. For a bath you have a big porcelain jar perhaps three feet tall and two feet in diameter at the top. After disrobing you take a bucket and douse water over yourself. Next follows a thorough soaping, and then some more dousing. Almost nowhere in Malaya would a hot bath be possible for love or money.

In towns where there are no hotels (and this includes some of the capital cities like Taiping and Serembem) are located government rest-houses, where if you are very lucky you may be able to secure a room by making application long before. We have never traveled in a country where it was so hard to get a place to stay as in this one.

At Kuala Lumpor, thanks to the government's procrastinating policy, there is such a housing shortage that some Europeans and their wives are actually forced to live in Chinese houses in rooms little better than cubicles. If you stay any length of time at a hotel in Malaya you must employ your own servant to look after your room and to wait on you at the dining table. This is not such a hardship, however, for "boys" are cheap. The American consul at Penang keeps bachelor's hall, and has a staff of five boys to look after his wants at a total cost of only fifty dollars a month (less than $30 in United States money). For actual service the whole bunch is about equal to one good servant back home, he says.

While there are, of course, many fine gentlemen among the Britishers in Malaya, you get the impression that most of them are a rather hard lot of adventurers. If anything the women folks are even worse, apparently having no interests in life beyond cocktails, cards, and dancing. So far as we could see, about the only good they accomplish is to help keep the British blood pure. Speaking of cocktails reminds us that the amount of liquor, mostly hard, consumed by the Britishers in Malaya is appalling; in 1924 the imports actually totaled over $6,500,000 (a Straits dollar equals about 57 cents United States money). Everywhere that we have been, the first book asked for by the booksellers has been one giving directions for mixing American drinks.

Racing holds an important place in the life of the country, just as it does in all British colonies. There are elaborate race courses in

all the important towns, and the several racing seasons are the social events of the year. After our experience in Australia and New Zealand, when traveling in British countries we are now extremely careful to find out when the races will be on, for not only is it next to impossible to do business that week, but harder still to secure hotel accommodation.

Another characteristic of the British in Malaya, just as it is throughout the East, is a disposition to show off, or as our vaudeville artists would say to "put on dog." Nowhere is this more in evidence than in Penang and Singapore. If you drive out into the suburbs of either of these cities you are impressed with the number of palatial homes which put to shame those of our millionaires back home. As a rule they are set in grounds that defy description, thanks to their magnificent palms and brilliant tropical plants. On inquiry you will probably learn that they belong to the managers of banks and of other important commercial and industrial institutions. Although very often the gentleman in question is living alone, or at the most has only a wife to share the place, just to make a show the house is equipped with bedrooms galore and everything else in proportion. The wealthy Chinese are continually trying to go them one better in this "show-off" game, and right down the line you find society permeated with this one idea.

We in America are especially interested in Malaya because we get from it much of our rubber and tin. At present it is producing nearly two-thirds of the world's supply of rubber, and probably one-third of its tin. A few years ago when the price of rubber went so low that the estates were threatened with bankruptcy, the British government put into effect a reduction of exports. The standard production of each estate was fixed and the percentage that might be exported rose and fell with the price. At first it was fixed at 60 per cent., but by 1925 had fallen to 50 per cent. Right now producers may export their full standard production, but many of them are not doing it, finding that they can increase the daily yield fully ten per cent. by tapping the trees only on alternate days, and incidentally requiring just half as many coolies. We learn that rubber can be produced for about fourteen cents a pound and that the planters are satisfied with a spot price of perhaps thirty-five cents. This margin at first seems large, but it must be remembered that trees cannot be tapped before they are six years old and that meanwhile much money must be expended for clearing the jungle and cultivating. Just as is the case with wheat and cotton back home, so out here there is a vast amount of speculation in rubber, and the high prices are in part due to this gambling.

Everywhere you go in Malaya feeling is quite unfriendly toward America because of the rubber agitation there. The newspapers publish the balance sheets of the big American rubber manufacturing companies and call attention to their large earnings. Every rubber producer we have talked with insists that only a very small amount of crude rubber goes into a single tire, and that the increase in price of the finished product is all out of proportion to the additional cost of this rubber. We suspect that much of their contention is true, for it would not be the first time that our manufacturers had profiteered for the same reason. Still, so long as the present feeling continues, Americans had better keep away from Malaya, for at the best the average Britisher there is about the surliest and most discourteous white man we have ever met. He is so self-centred that he cannot see that his lack of graciousness is deliberately driving trade into the hands of his competitors, especially the Germans, just as was the case before the World War.

Here is one of many similar incidents we could relate. At Penang recently an old-time Chinaman shuffled into the office of one of the largest steamship companies. When he was finally noticed, one of the clerks snapped out: "What do you want?" John gave some noncommittal reply and the clerk retorted: "Well, then, you had better get out of here." The Chinaman, who happened to be at the head of a big importing house in Rangoon, did this, and crossed over to the office of a German steamship company where his reception was just the opposite. When he left there an hour later not only had the manager and his clerks made a friend for the line but had actually booked freight to the amount of $30,000.

We have undertaken in America such a program of universal education as the world never yet dreamed of.—Henry C. Morrison.

EDUCATION IN ACTION

"Laziness" Called Pupils' Chief Vice

"Laziness" was termed the principal vice of modern high school pupils, and "frankness" their outstanding virtue, in a symposium on secondary education in which teachers from fourteen states took part. These teachers, who attended the summer sessions of the University of Pennsylvania's School of Education, proved far more ready to defend the pupils than to censure them. Given an opportunity to pass judgment on the parents of pupils, however, ninety-five per cent. of the educators noted an increasing tendency to shift too much of the burden of child-training from the home to the school, and attributed this trend to a variety of reasons, many of which were not flattering to the parents.

San Diego's System Of Medical Inspection

Three times a year every child in the elementary schools of San Diego, Cal., is weighed, measured and given a complete physical examination, as well as special inspection when necessary. School dentists treated 1,999 children during the school year 1924-25, and the teeth of 1,960 were cleaned. As many as possible of freshman students in the high schools are examined, and a very complete physical examination is given upon recommendation of the school nurses or physical-education teachers. Physical examination by a physician under direction of the medical department of the schools is a prerequisite of participation in interscholastic sports.

To Open Tropical Medicine School

The School of Tropical Medicine, established under the joint auspices of Columbia University and the Insular Government of Porto Rico, will hold its opening exercises on September 22. It will have as its goal the development of a great Pan-American centre for the study of tropical diseases in their natural surroundings. The University of Porto Rico has supplied $100,000 for buildings to house the school. Columbia University will supervise the courses of instruction and will make nominations to the school faculty, subject to the approval of a special board of trustees. The school will be open to women on equal terms with men, but only graduate physicians or those with equivalent preparation will be admitted. Instruction will be in English and Spanish.

Princeton University To Erect a Theatre

The new Princeton University theatre which is to be a part of the quadrangle designed to create a centre for undergraduate life will contain an auditorium seating 660 persons on the main floor and 240 in the balcony. In exterior design the theatre will harmonize with the older Princeton buildings. The interior will be of the Elizabethan period with paneled oak walls and beamed ceilings. Besides providing a lecture hall and laboratory for curricular study of the drama the new theatre will enable the authorities to bring to Princeton first-class professional companies.

Survey of History Made

A survey of publications in the field of history has just been completed by the American Historical Association with a view to opening paths of study to librarians, general readers and students. The survey was carried out by more than 300 scholars, working without compensation and under the direction of the association's committee on bibliography. Four years were required in compiling the text, which will be published as a "Guide to Historical Literature."

Over-Education Spoiling Women?

Sir W. Arbuthnot Lane, well-known British surgeon, recently declared that women are spoiling themselves by over-education and too much work. "They have improved in many ways during recent years," he continued, "and they are all the better for the higher standard of education they have demanded, but many of them are now going too far. They are wearing themselves out to satisfy their insatiable desire for thoroughness."

Some Figures on Michigan Schools

More than 3,000 teachers provide the instruction for Michigan's 123,515 high school students, an average of one teacher to about forty pupils, the department of public instruction figures show. The exact number of teachers, according to department records, is 3,138. The high schools in Michigan, including all schools giving some high school work, number 661, and eighty-eight per cent. of these maintain the full twelve grades or full high school course. Four hundred and forty schools are accredited.

Employes' Education Proving Valuable

Training school and social activities undertaken by large business establishments for improving the condition of their workers are proving such a success that many firms are now conducting classes and social events outside of the particular scope for which they were first started. Large department stores and other organizations employing a big sales force were among the first to conduct classes for training their prospective salesmen, while still other companies published home study courses. Many large manufacturers requiring the need of specially trained workers have made it compulsory to attend its classes. Musical training has proved to be one of the most popular social activities undertaken by many of the large business houses. Several of them now maintain their own trained bands. Outdoor meets and other athletic undertakings have met with wholehearted co-operation from the employes.

German Reparations Paid in Textbooks

Reports state that the next installment of the German reparation payment to Japan, amounting to 5,000,000 marks, due this year, will be paid in German textbooks, to be used in the Tokyo Imperial University Library and in various government departments.

Four Awards in Plumbing Scholarships

Four sons of master plumbers, living in four different states, have been awarded scholarships to study plumbing, heating and ventilating at the Carnegie Institute of Technology in Pittsburgh, beginning next college year, Dr. C. B. Connelley, director of Industrial Relations, has announced. Each scholarship is valued at $500 and will be re-awarded each year to the holder, providing a satisfactory scholastic standing is maintained throughout the four years of the course. The scholarships have been made possible through funds raised by the National Association of Master Plumbers.

American University For Bulgaria

September will mark the beginning of a five-year building program of the new $1,000,000 American University in the suburbs of Sofia, Bulgaria. An announcement that the plans were completed was made by the trustees of the American schools at Samokov, Bulgaria. The Bulgarian government has made a gift to the Americans of a large plot of land as a site for the new university, which will be open to both sexes. The trustees in their statement gave the following reasons for the erection of the new college; first, to replace the present old building of the American schools at Samakov, which are now inadequate; second, to erect a fitting institution for the hundreds of students in the Near East who, because of political or other reasons, are unable to enter Robert College and the American Girls' School at Constantinople.

Anti-Evolution Bill Considered

A bill to prohibit the teaching of the theory of evolution in the public schools was introduced in the Philippine legislature recently. It was referred to a committee.

Radios to Be Put in Schools

The radio and motion pictures have so cut into the attendance of free lectures given by the Board of Education in New York City that the appropriation for the Bureau of Lectures will be reduced from $38,000 to $16,000 for the coming year. To meet the demand for radio, Dr. William J. O'Shea, superintendent of schools, stated that the board will install a radio receiver this year in Washington Irving High School, and if the experiment succeeds others will be placed in schools throughout the city. An increase from $25,000 to $40,000 in the appropriation for visual instruction was made. There has been difficulty in obtaining suitable educational films for such instruction, Dr. O'Shea said.

Finally Passes Bar After 27 Years of Studying

A lifetime of perseverance is revealed in the life story of Lewis A. Davis, Plain City, Ohio, who was recently notified that he had passed the state bar examination. Davis, a justice of peace for Darby Township, Madison County, is seventy-three years old, probably the oldest age at which a man ever was made an attorney in the history of the state. "I read law for twenty-seven years and studied it for fifteen years," Davis said, "I decided to study law systematically in 1911, because I saw I needed it as a justice of the peace. Before that I had read law merely for pleasure," he added. Davis had taken the examination three times before he succeeded in passing.

50 Sheepskins Held By Most "Degreed" Man

If he chooses, he may sign his name James William Lowber, B.A., M.A., Ph.D., Sc.D., Litt.D., LL.D., D.D., F.A.A., R.G.S., F.R.S.A., and still leave off just forty degrees and titles received from the highest institutions of learning and from the greatest art and science societies of the world. He is said to be the "most degree-invested man in the world." This seventy-nine-year-old minister of Austin, Texas, began teaching at the age of sixteen, and taught all the way from the common schools to the presidency of a college and chancellorship of a university. He has been awarded the diploma of fellow by the Educational Institute of Scotland, at Edinburgh, which is considered one of the greatest institutions of its kind in the world. He started preaching before he was eighteen years old and has served as a pastor in North, South, East and West—in all, forty years.

Forbids Girls to Study Medicine

Dispatches from Budapest state that the Hungarian government has prohibited girls studying medicine at universities because there are too many doctors in the country.

Small Class Reunion

At the recent reunion session of Amherst College the class of 1861 met. It was said to be the smallest class reunion on record. Rev. Edwin A. Adams, of Walpole, Mass., was elected president, treasurer and secretary, with all the other class officers thrown in. This was because he is the sole surviving member of the class.

Urge Student Loans Instead of Scholarships

The Harmon Foundation of New York City, which has been experimenting in the student loan field for four years, has issued a statement expressing the belief that scholarships in American universities and colleges should in most instances be supplanted by systems for student loans. "Two major results are to be obtained from properly administered systems of student loans," said the Foundation. "They are, first, to put students whose eventual earning power will be enhanced as a result of their education in a self-supporting position instead of making them dependent upon the semi-charitable practice of scholarships; and, second, to help institutions now running at a deficit to balance their budgets by charging the educated the cost of their training through the medium of deferred tuition obligation. In addition it is the feeling of the division that the student loan system, administered in accordance with strict business practice and ethics, offers a practical training in business obligations."

Cornell Snakes Now Stuffed

The collection of live snakes in the zoology department at Cornell University have been killed and stuffed. After a Texas diamond-back rattlesnake had bitten Leonard Spear, the faculty decided that the snakes were too dangerous to keep in the laboratory alive. The question arose whether the serpents should be sent to the New York Zoological park or be killed and stuffed for the university museum, and the latter solution of the problem was adopted.

Women Fitted for Research in Sciences

Women are less likely to be drawn away from scientific research by commercial consideration than are men and, for that reason, the women's colleges offer a field of development in that direction, in the opinion of Mary E. Woolley, president of Mount Holyoke College. President Woolley stated this opinion in a letter written to Herbert Hoover in connection with a national project to extend opportunities for fundamental scientific investigation in the United States. Mr. Hoover is chairman of a special board of trustees appointed by the National Academy of Science to obtain a twenty-million-dollar fund to stimulate and promote pure science research.

College Campus to Be in Two States

Students of Lincoln and Lee University, Kansas City, will pass from one state to another every time they go from the law school, for instance, to the administration building. The Kansas-Missouri boundary line runs through the site for the new university. Thirty-seven acres of the 273-acre campus lie in Missouri and the rest in Kansas. The project is the first of its kind on which the Methodist Episcopal and the Methodist Episcopal Church, South, have united.

TREND OF THE TIMES

Indians' Claims More Than Billion

Suits brought by Indian tribes to recover $1,293,240,455 from the United States are now pending in the court of claims, the department of justice recently announced in a statement reviewing the claims made. There is also pending an action by attorneys to recover $750,000 from two of the tribes for legal services. In all of these suits the department of justice claims is one made by the Sioux Indians for about $800,000,000 of principal and interest. There are about 50,000 members of the thirty-five tribes involved in the litigation and the territory occupied by these Indians ranges from Oklahoma in the southwest, to North Dakota, Montana, Idaho, and Washington in the northwest. The basis of most of the claims runs back almost to the beginning of the government.

Musical Chairs For Diplomats

The sultan of Morocco, who has little to do with the war in his country, will not be crowded out of news columns for that reason. He has developed a set of musical chairs for foreign representatives at his court. When the United States envoy sits in the chair offered him it begins to play "The Star Spangled Banner." There are six chairs in all, each playing a national air. The sultan is said to be fond of mechanics. He even went so far as to buy bicycles for his young wives, along with several motorcycles for himself.

Annual Paint Bill Enormous

The United States is spending $2,000,000 every working day for paints, according to the Engineering Foundation. The nation's paint bill last year is estimated at $600,000,000. More than half the painting was done by non-professionals, it is stated. The application of the paint required about two days' work per capita of the entire population, and the value of the buildings and other objects painted was not less than one hundred times the cost of paint.

Cowboys Protest Troops in Films

A formal protest has been filed by Hollywood's movie cowboys against the use of Government troops in the films. Declaring the use of troops to be unfair competition, attorneys for the Westerners' Protective Association, an organization of horsemen of the screen, sent telegrams to the Secretary of the Navy and the War Department and to California Senators, asking that the practice of renting troops be discontinued.

50-Year-Old Budget Compared

Cornell Agricultural College has received the budget of a farmer of fifty years ago. The annual maintenance of a family of five was shown to have been $321.45 compared with $2,563.76 for the same number of persons in the succeeding generation of the same family. Outlay for food in 1880 was set at $52 a year, against $447; for "trips and amusements," nothing, against $50, and "general farm operation," $15, as compared with $160 now.

More Husbands Than Wives in United States

There are more married men than married women in this country. This may appear a mathematical impossibility, but it is proven true. The records of the last Federal census show that of all the married persons in this country, a little more than fifty per cent. are men. Of the married persons of all ages, 21,852,439 were men, and 21,324,478 were women. Of the married persons fifteen years of age and more, 21,849,266 were men and 21,318,933 were women. Absentee wives is the explanation. It happens that some married men who have immigrated to this country did not bring their wives with them.

Chinese Girls Leave Home

Chinese women are emancipating themselves from the thousands of years of customs which relegated them to household seclusion, if their husbands were wealthy, and to animal-like drudgery in the fields if wedded to poor men. Recent surveys of economic conditions show that many banks and other commercial concerns are employing women of the middle and higher classes, and that some are becoming members of learned professions. Shanghai banks employ Chinese girls as student clerks, training them for positions as stenographers and secretaries. Young women clerks, to the astonishment of those who knew China a decade ago, are commonly used in commercial houses of numerous cities.

Too Many "Immortals" Apply

Last December a decree was signed for the creation of an Italian academy, on the lines of the famous French academy, with sixty members, "immortals," to be chosen from the leading scholars, geniuses, and statesmen of the country. The Italian government was to appoint the first thirty, but embarrassed by the 3,700 applications made for these thirty posts, postponed action three times.

Dog Population Is 7,000,000

The dog population of the United States is about 7,000,000, according to estimates made by the department of agriculture. About sixty different breeds of dogs are considered important enough to be given classification in the dog world. The government makes no attempt to estimate the value of our dog population, because it is composed alike of animals with mixed or mongrel ancestry and canine aristocrats whose known parentage traces back through generations of pure-bred stock.

Plans Air Trip To South Pole

Organization of a south polar air expedition to be initiated next October has been announced in Buenos Aires by Anton Pauly, Austrian engineer and explorer, whose intention is to conduct the first airplane trip to the bottom of the earth. The primary base of operations will be established on Wendel Island at sixty-five degrees south latitude. A third and last base will be established within 600 miles of the South Pole. From here Pauly, with two passengers, a pilot, observer, and mechanic, plans a dash to the Pole. Plans of the expedition also include explorations in the Weddell sea and to Charcot Land. No time limit has been set for the expedition, which is expected to end at Melbourne, Australia. Commander Richard Byrd, American Naval officer and the first man to reach the North Pole by airplane, has already declared his intentions of flying to the South Pole in 1927.

The BOOK TABLE

DIRECTED OBSERVATION AND SUPERVISED TEACHING. By J. Herbert Blackhurst, Purdue University. Cloth. Boston: Ginn and Company.

There is more enthusiasm over "Supervised Study" than there is intelligent supervision of supervised study. We have seen no book that is so complete in taking the teacher in hand, leading him step by step in his observations and activities as does Blackhurst's "Directed Observation and Supervised Teaching." This book insures absolute success in the conduct of supervised study by any teacher experienced in traditional methods or by one in her first service as a teacher. It is really a professional course in "Teacher Training in Service" so far as this modern "subject method" is concerned.

THE INDUSTRIAL MUSEUM. By Charles R. Richards. The Macmillan Company, publishers.

With all of our boasted achievement industrially and with our fabulous wealth accumulated as the result of our industrial success we are far behind France, England, Germany and Italy in the means of selling appreciation of industrial art to all the people through adequate Industrial Museums such as are installed in London, Paris, Vienna and Munich.

Mr. Richards appreciates our lack of such demonstrations of industrial advance and presents skilfully and illustratively what might be done and why it should be done.

CONDUCT AND CITIZENSHIP. By Edwin C. Broome, Superintendent of Philadelphia, and Edwin W. Adams, Principal of Philadelphia Normal School. Cloth. Illustrated. 422 pages. New York: The Macmillan Company.

One of the most notable features in the school life of to-day is the development of personality of school activities in the large cities. One of the most important of these professional personalities is the functioning of the schools for community improvement of Philadelphia under the leadership of Superintendent Edwin C. Broome.

Character Education has never played so important a part in public schools as at present. The National Education Association has had a committee stressing this phase of education, Milton Fairchild's organization has invested much money in it, and universities, State Teachers' Colleges, State Departments of Education and the United States Bureau of Education have been keenly alive to the importance of Character Education, but it was left largely to the city of Philadelphia, its city superintendent and its City Normal School to develop a demonstration of community improvement through character education, and the vitalizing features of the Philadelphia plan are grouped effectively in "Conduct and Citizenship," which makes it possible for any city to so remodel its school activities that hereafter the products of the schools will function in a better public opinion, in better laws, better use of tax money, better courts, better conduct in official and private life.

A SHORT HISTORY OF SPAIN. By Henry Dwight Sedgwick. With a preface by J. D. M. Ford, Ph. D. Cloth. Ilustrated. xix + 400 pages. Price, $3.50 net. Boston: Little, Brown and Company.

Mr. Sedgwick is well known as essayist and historian, particularly for his "Italy in the Thirteenth Century," "Dante," and "Short History of Italy." This book is his first excursion into the history of Spain, though he had previously published an interesting book on St. Ignatius Loyola, founder of the Jesuit order. The full title of the present book is "Spain: A Short History of Its Politics, Literature, and Art From Earliest Times to the Present"—rather a large order for a book of less than 400 pages of text! As is pointed out in the preface by Professor Ford of Harvard, our most eminent Hispanist, Mr. Sedgwick must not be expected to do too much within the limits of a single volume. The specialist in Spanish may quarrel with a great many things the author has said, and with reason; but no one can deny his obvious good faith and sympathy—even though one may think to catch here and there a patronizing touch.

It is no easy task, however, as has been said, to give a comprehensive picture of Spanish political and cultural history within the compass here available; the wonder is that the author has succeeded so well in weaving together the developments of politics, war, religion, art, architecture and letters. The style is interesting, striking in places, pungent. There is obvious striving for a judicial attitude, free from prejudice (this most notably in religious matters). The opinions given, as Mr. Ford indicates, are in part borrowed from others, but in still larger part the author's own. Indeed, it is because it is so individualistic, fresh, and new that the book is likely to stir up a steadily growing interest. If it leads its readers to investigate more deeply, more fundamentally,—and possibly with a better and truer perspective—the field of Spanish history the book will doubtless have fulfilled its author's expectations.

An index, a chronological table, and a list of authorities for statements made in the text make the book useful for reference purposes as well as for an introduction to fuller reading. The illustrations consist of pictures of buildings and other monuments of architecture and reproductions of paintings by Velazquez, El Greco, Goya, etc. A map of Spain is included.

The book deserves a place in every public and school library.

Books Received

"Selected Poems of Alexander Pope." Introduction by Louis Bredvold.—"The Art of Narration." By Mary Ellen Chase and Frances K. Del Plaine. New York: F. S. Crafts and Company.

"The New National Speller." Primary and Advanced Editions. By E. E. Ramsey and Robert K. Row. Chicago: Row, Peterson and Company.

"Finding the Right Teaching Position." By Harlan C. Hines. New York: Charles Scribner's Sons.

"Humanism." By Curtis W. Reese. Chicago: The Open Court Publishing Company.

"Renaissance of the Body." By Halldis Stabell. San Francisco: Harr Wagner Publishing Company.

"Fundamentals in English." By E. A. Cross. New York: The Macmillan Company.

"Social Arithmetic." Book One. By Frank M. McMurry and C. Beverly Benson. — "The Menace of Nationalism in Education." By Jonathan French Scott.— "Modern Business." By Leon C. Marshall and Mildred J. Wiese.—"Minimum French Vocabulary Test Book." By Charles Frederick Ward. —"Modern Elementary School Practice." By George E. Freeland.—"Schoolmastering." By Samuel S. Drury. — "First Lessons in Nature Study." By Edith M. Patch. New York: The Macmillan Company.

"A Dictionary of Modern English Usage." By H. W. Fowler.—"Cicero. Select Letters." Edited by W. W. How. Two Books. New York: Oxford University Press.

"Abraham Lincoln: The Greatest of Good Men: The Best of Great Men." By U. J. Hoffman. New York: D. C. Heath and Company.

"Les Trois Mousquetaires." By Alexandre Dumas. — "Geography of Connecticut." By W. S. Dakin. Boston: Ginn and Company.

"The Science of Things About Us." By Charles E. Rush and Amy Winslow. Boston: Little, Brown and Company.

"Texas Flag Primer." By Karl Wilson Baker. Yonkers-on-Hudson, New York: World Book Company.

"Everyday Doings at Home." By Emma Serl. New York: Silver, Burdett and Company.

"A History of Ancient and Medieval Philosophy." By Horatio W. Dresser. New York: Thomas Y. Crowell Company.

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GRINS BETWEEN GRINDS

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The nervous passenger approached the captain timidly.

"What would happen, sir," she asked, "if we struck a large iceberg?"

"The iceberg would pass along as if nothing had happened," replied the captain.

And the old lady was very much relieved.

Them's Um

"An absent-minded father of a family on a river steamboat occupied a great deal of time in directing the unloading of his household effects at a small landing. He was so long about it, in fact, that the captain of the steamboat, already behind schedule time, kept prodding him to hurry up. Finally, after several such adjurations, to each of which the passenger replied that he had 'forgot somethin,' the captain pulled out his watch and said: 'This boat is going to leave in three minutes. I advise you to go and get your wife and children and—' 'Them's um! them's um!' said the passenger, 'I knowed I'd forgot somethin.'"

Pity the Poor

"Lady, could you gimme a quarter to get where me family is?"

"Certainly, my poor man. Here's a quarter. Where is your family?"

"At de movies."

A New Stein

Father had been pointing out the different kinds of stock—Guernsey, Holstein, Jersey and their qualities and John beginning to grasp the idea exclaimed: "Daddy, there's another field of Milksteins!"

Easy Money

Eleanor—"I am going to be a teacher."

Mother—"Why?"

Eleanor—"So I can take up milk money like Miss Willing and buy silk dresses and pretty hats."

Square

Jones—"Sorry, old man, but my hen got loose and scratched up your garden."

Smith—"That's all right. My dog ate your hen."

Jones—"Fine. I just ran over your dog."

Easing His Conscience

"I've made some money, Professor, and I want to do something for my university. Do you remember in what studies I excelled?"

"In my class you slept most of the time."

"Um, well; I'll endow a dormitory."

Effect of Heredity

"Your daughter is improving," said the music teacher, "but somehow, when she gets to the scales I have to watch her closely."

"She is just like her father," replied the mother. "You know he made his money in the retail grocery business."—M. M. C.

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Meetings To Be Held

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women. Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson. Miss W. D. Hopper, University of Georgia, Athens, Ga.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

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